

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

EVALUATION
OF
PEABODY VETERANS MEMORIAL HIGH SCHOOL
PEABODY, MASSACHUSETTS

MARCH 7 - 10, 1977

REPORT OF THE VISITING COMMITTEE

Theodore Bartolotta
Chairman

LIMITATIONS ON THE DISTRIBUTION, USE, AND SCOPE
OF THE EVALUATION REPORT

The Commission on Public Schools of the New England Association of Schools and Colleges considers this evaluation report of Peabody Veterans Memorial High School to be a privileged document submitted by the Commission on Public Schools of the New England Association of Schools and Colleges to the chief administrative officer of the school and the State Department of Education. Distribution of the report within the school community will be the responsibility of the school administration. The availability of the evaluation report for public consideration is a decision to be made by school officials. If the evaluation report is made public, however, it must be released in its entirety.

The prime concern of the evaluation team has been to assess the quality of the educational program at Peabody Veterans Memorial High School in terms of the school's stated philosophy and objectives and not to pass judgment on the personnel of the institution. Neither the total report nor any of its subsections is to be considered an evaluation of any individual staff member, but rather a professional appraisal of the local educational setting as it appeared to the educators who served on the visiting committee.

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NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.
VISITING COMMITTEE

PEABODY VETERANS MEMORIAL HIGH SCHOOL
PEABODY, MASSACHUSETTS

MARCH 7 - 10, 1977

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Ms. Priscilla Royal, Home Economics Teacher, Winnacunnet High School, Hampton, N. H. 03842
Mr. John Rudolph, Dir. of Library Services, Winchester High School, Winchester, Mass. 01890
Ms. Ruth Salloway, English Teacher, Nashua High School, Nashua, N. H. 03060

Mr. Dennis Savosik, Business Education Teacher, Chelmsford High School, Chelmsford, Mass. 01863
Ms. Linda Selleck, Health Education Teacher, Randolph High School, Randolph, Mass. 02368
Mrs. Miriam Stoddard, Art Teacher, Wellesley Senior High School, Wellesley, Mass. 02181
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VISITING COMMITTEE

PEABODY VETERANS MEMORIAL HIGH SCHOOL
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SUB-COMMITTEE ASSIGNMENTS

<u>SECTION</u>	<u>COMMITTEE</u>	<u>COMMITTEE MEMBERS</u>
2	School & Community	David Backlin (Ch), Bertram Edwards, Erika Tardif, Kevin Thomas
3	Philosophy & Objectives	George Capernaros (Ch), Warren Bowen, Doshia Dockett, John LaManna, Linda Selleck
4	Curriculum	Ann Marie Jones (Ch), Mary Ann Fitzgerald, George Kay, Priscilla Royal, Jack Rudolph
4-2	Art	Miriam Stoddard (Ch), Carlton Cramb, Doshia Dockett
4-3	Business Education	Dennis Savosik (Ch), Muriel Foster, Barry Copp, Scott Waddleton
4-4	Distributive Education	Bertram Edwards (Ch), Priscilla Royal, Scott Waddleton
4-6	English	John LaManna (Ch), Ruth Salloway, Ann Marie Jones, Richard Pessin, Miriam Stoddard
4-7	Foreign Language	Ed Gruskowski (Ch), George Capernaros, John LaManna, Erika Tardif
4-8	Health Education	Linda Selleck (Ch), George Martins, Ellen Matthews
4-9	Home Economics	Priscilla Royal (Ch), Alfred Murray Muriel Foster
4-10	Industrial Arts	Robert Autieri (Ch), Bertram Edwards, Dennis Savosik
4-11	Mathematics	Robert Condon (Ch), Barry Copp, Alfred Murray, Dennis Savosik
4-12	Music	Doshia Dockett (Ch), Carlton Cramb, Miriam Stoddard
4-13	Physical Education	Alan Haddad (Ch), Robert Condon, John Griffin, Ellen Matthews
4-15	Science	George Martins (Ch), David Backlin, John Griffin, Alfred Murray

SUB-COMMITTEE ASSIGNMENTS (continued)

<u>SECTION</u>	<u>COMMITTEE</u>	<u>COMMITTEE MEMBERS</u>
4-16	Social Science	Warren Bowen (Ch), Ruth Salloway, Jack Rudolph, Kevin Thomas
4-17	Special Education	Mary Ellen Fitzgerald (Ch), Richard Pessin, Kevin Thomas
4-18	Trade, Technical & Industrial Education	Scott Waddleton (Ch), Robert Autieri, Esther Chamberlain
4-19	Drama/Communication Arts	Carlton Cramb (Ch), Ellen Matthews, Miriam Stoddard
5	Student Activities	Barry Copp (Ch), Esther Chamberlain, Ed Gruskowski, Alan Haddad, Dennis Savosik
6	Library	Jack Rudolph (Ch), Warren Bowen, Carlton Cramb, Ed Gruskowski
7	Guidance	Esther Chamberlain (Ch), Mary Ann Fitzgerald, Richard Pessin, Linda Selleck
8	School Facilities	George Kay (Ch), David Backlin, Robert Condon, Alan Haddad, George Martins, Ruth Salloway
9	School Staff & Administration	John Griffin (Ch), George Capernaros, Ann Marie Jones, George Kay, Erika Tardif

The New England Association of Schools and Colleges is the oldest of the six regional accrediting agencies in the United States. Since its inception in 1885, the Association has awarded membership and accreditation to educational institutions in the six-state New England region who seek voluntary affiliation.

The governing body of the Association is its Executive Committee which supervises the work of the four Commissions: The Commission on Institutes of High Education, the Commission on Independent Schools, the Commission on Public Schools, and the Commission on Vocational, Technical, Career Institutions.

The United States Commissioner of Education is required by federal statute to publish a list of accrediting agencies which are determined to be reliable authorities on the quality of educational institutions. The New England Association of Schools and Colleges has been recognized by the Commissioner as the sole accrediting agency in the six-state New England region to award initial or continued accreditation. In order to achieve this status, the Association was required to submit its policies and procedures to the same rigorous scrutiny which is expected of the Association's own member institutions during the evaluation process.

Each educational institution which seeks initial membership in the New England Association must host an evaluation team as a precondition to accreditation. Continued membership in the Association requires that the institution then be re-evaluated at least once every ten years.

As the responsible agency for matters of evaluation and accreditation of public member institutions, the Commission on Public Schools provides visiting committees to assess the degree to which evaluated schools meet the qualitative Standards of Membership of the Commission. Those Standards are:

Philosophy and Objectives

The school shall have a clearly stated educational philosophy which shall be supported by definitely stated objectives designed to meet the needs of the students and community served.

Program of Studies

The school shall have a carefully planned program of studies and activities consistent with its stated philosophy and objectives.

Guidance Services

The school shall have an organized and coordinated guidance service to aid students in solving educational, vocational, health, moral, social and personal problems.

Educational Media Services-Library and Audio-Visuals

The school shall have a library, which is the center for resource materials for every aspect of the school program. There shall be a professionally competent staff, and adequate collection of books and periodicals, auditory and visual aids, and other resource materials. These facilities shall be effectively used in the educational program.

School Staff

The school shall have a professional staff, well qualified in character, health and personality and competent in various educational and related services. Staff members shall have a sympathetic understanding of youth and a desire to continue professional growth. The staff shall be sufficient in number and adequately paid. It shall be a group motivated by high ideals, working together to attain the objectives of the school. The school shall have an adequate number of employees for non-professional services.

Records

An adequate system of student records and of permanent files shall be safely maintained. These shall include the cumulative record of attendance, progress in school, and results of objective tests. Student schedule cards and a master schedule of each teacher shall be maintained. An adequate system of records of faculty and administrative staff shall be maintained.

Administration

The principal or headmaster, although accountable to higher authorities, shall be the responsible head and professional leader of the school. He/She shall interpret to his/her superintendent, the board of control, and his/her constituency the place of the school in the life of the community. The board of control shall be responsible for the determination of policy and for the approval of appointments and expenditures. Under no circumstances shall the board perform the functions of the educational administrator.

Plant and Equipment

The plant and equipment shall be adequate for the program of the school and shall be operated to assure the safety and health of the students, faculty and non-professional staff.

School and Community Relations

School and community relations are of such importance in the development of a good secondary school that an appropriate system for promoting effective relations between school and community shall be maintained and constantly improved.

School Atmosphere

The school shall have an appropriate intellectual atmosphere which indicates that an effective educational program prevails.

Financial Report

Financial support of the school shall be adequate to sustain the educational program, including activities, consistent with the philosophy and objectives of the school and the standards of the New England Association of Schools and Colleges.

The evaluation program which schools undergo is a threefold process: the self-evaluation conducted by the local professional staff, the evaluation by the Commission's visiting team and the follow-up program carried out by the school to implement the findings of its own self-study and the valid recommendations of the visiting committee.

The commission is well aware that schools which are different may be equally good. The fundamental premise of the Commission's evaluation program, therefore, is the conviction that an educational institution must be evaluated in terms of its specific goals to meet the needs of the current student body. The two basis which undergird the program are the institution's School and Community report and its statement of Philosophy and Objectives. The School and Community report provides comprehensive information on the type of school district which the school serves and the abilities, achievements, needs and aspirations of the students enrolled. The Philosophy and Objectives affirm the principles which guide the professional staff and the specific goals which they have established to meet the needs of the students.

The School and Community report prepared by the self-evaluation committee of Peabody Veterans Memorial High School was thorough, comprehensive, and updated to the time of the NEAS&C team's visit. It proved extremely helpful to the visiting committee in coming to a quick understanding of the nature of the community and the student body.

The Philosophy and Objectives for Peabody Veterans Memorial High School was likewise a very well developed statement which reflected all sectors of the community. It, too, was comprehensive, realistic, and thoroughly researched before being accepted by all concerned educational factions. The statement of Philosophy and Objectives truly reflects the needs, aspirations, and abilities of the students enrolled in the school.

The Steering Committee of the professional staff was appointed to supervise the myriad details inherent in the self-evaluation. At Peabody Veterans Memorial High School, a committee of nine members with the principal serving in an ex-officio capacity supervised all aspects of the self-study and the evaluation. The Steering Committee assigned all teachers and administrators in the school to appropriate sub-committees to determine the quality of all programs, activities and facilities available for young people.

The self-evaluation of Peabody Veterans Memorial High School extended over a period of one year. It was the judgment of the visiting committee that the staff and students of Peabody Veterans Memorial High School underwent a serious, rigorous, self-evaluation. The excellence of this self-evaluation must be taken into consideration as one reads the rest of this report. The Evaluation Report takes on full significance only in the context of the self-evaluation. Access to the full set of self-evaluation forms is essential if one is to appreciate the significance of the commendations and recommendations that are made in this report.

It is important that the reader understand that every sub-committee appointed by the Steering Committee was required to present its report to the entire professional staff for approval. No single report developed in the self-evaluation became part of the official self-study until it had been approved by the entire professional staff.

To assist them in determining the quality of educational offerings, public schools evaluated by the Commission on Public Schools uses appropriate materials published by the National Study of School Evaluation. The assessment instruments employed in the self-study and evaluation of Peabody Veterans Memorial High School was the Evaluative Criteria (4th Edition). These materials provided discussion items for a comprehensive assessment of the school by the professional staff during the self-study and by the visiting committee at the time of the evaluation. The visiting committee's assessment of the school in light of the Criteria will be found in the body of this evaluation report.

A visiting committee of thirty-three evaluators was assigned by the Commission on Public Schools to evaluate the quality of the educational programs at Peabody Veterans Memorial High School. The team members, selected on the basis of their demonstrated abilities in their own local settings, spent three-and one-half days in your city, reviewed the self-evaluation documents which had been prepared for their examination, and met with administrators, teachers, and students to determine the degree to which the school's offerings were carrying out the statement of philosophy and objectives. Since the evaluators represented public schools, the State Department of Education, central office administrators, and vocational institutions, their expertise provided diverse points of view which were brought to bear on the evaluation of Peabody Veterans Memorial High School. This report of the findings of the visiting team will be forwarded to the Commission on Public Schools which will make a recommendation to the Executive Committee of the New England Association of Schools and Colleges on the membership of Peabody Veterans Memorial High School in the Association.

The visiting committee wishes to share some of its perceptions of the school in relation to the Standards of Membership of the Commission on Public Schools.

Philosophy and Objectives

It was felt that the Philosophy was extremely well developed. Much thought and effort went into the development of the final statement. The committee was impressed with the number of people and segments of the community that were canvassed in the process.

Program of Studies

Peabody Veterans Memorial High School has a broad and comprehensive curriculum that appears to provide for most of the needs of its students. The program has shown growth consistent with the growth of the community and reflects quite accurately the nature of the community. Articulation between the Junior High School and the High School, although showing signs of a definite beginning, appears to need considerable strengthening. All curricular areas are strongly represented. The establishment of a Drama/Communications Department is noteworthy. The increasing responsibilities accorded department heads has helped each department maintain a high level of performance. The formation of the Continuous Curriculum Committee has proved to be a useful group monitoring a complete overview of course needs and development.

Guidance Service

Guidance services appear to be well organized. However, there appears to be a large discrepancy between the philosophy of a "house plan" and that of the organization of guidance services. A good house plan implies a close, cooperative relationship between the director, counselors, staff, and students. Artificial lines separating close interpersonal relationships between any of the above destroys the concept upon which "house" is based. All segments housed in a unit should be under the direct supervision of the unit director.

There are seven counselors (six at the main building and one at the vocational building). Two adjustment counselors who have system-wide responsibilities, are also available.

Students appear to be able to get educational information, scheduling help and related assistance to a commendable degree. However, "counseling for personal problems" are sought from others on the staff. Recommendations have been made elsewhere in this report that focus on what appears to be an inconsistency.

Educational Media Service

The library is centrally located with potential for many educational media services. It is a modern, well lighted facility. The quality and organization of the print and the periodical collection should be noted. The creative use of the dial access system is also commendable. The committee felt that the potential of this resource has been limited by the fact that only one professional librarian, a clerk, and two part-time aides are employed to handle the complex functions of the media center.

The School Staff

The visiting committee was generally impressed with the quality, preparedness, and competency of the staff. The rapport between students and staff was abundantly evident. There appeared to be a good working relationship between all employees in the school. There are recognized shortages in the number of non-instructional staff and some recommendations have been made elsewhere in this report.

Administration

The school is well administered with the principal being the educational leader. It appears that Unit directors have had to undertake tasks that often take them away from their House responsibilities. These include scheduling, mark reporting, building maintenance and preparation for the self-evaluation and follow-up. Assistance is needed in order to allow the Unit Directors to carry out their major responsibilities. There is considerable evidence of communication and cooperation between the central office and the high school administration. Although the political situation is sometimes very interesting, the school committee functions basically as a policy making body.

Plant and Equipment

Peabody Veterans Memorial High School is an excellent facility. The committee would have had little difficulty in dealing with this part of the report except for the fact that the school is now overcrowded and that the vocational program is housed in another facility which, by comparison, lacks many of the fine features of Peabody Veterans Memorial High School. As with any large, complex building, there are many areas that are not functioning according to design. Recent efforts have corrected some of these and there is a clear awareness of what else needs to be done. The committee was impressed with the cleanliness and general maintenance of the interior of the building. The facility and grounds appear adequate for the educational program.

School and Community Relations

A program of keeping the community informed about programs and activities of the school is functioning well. The huge success in athletics and other school activities is a very definite factor. Positive communication between the school and the community can never be overdone and should continue to be strongly supported.

Financial Support

The citizens of Peabody have made a sound financial commitment to education. Statistics reveal that Peabody has an above state average per pupil expenditure. They also spend more of their taxable dollars for education than the state average. The visiting team noted that although the above was commendable, every effort should be made to continue the leadership stance that the city has already established.

School Atmosphere

The overall impression of the school, its staff, and students, was very positive. Although many views were expressed, students were generally happy with and proud of their school. There is a solid commitment to education by the staff and students are achieving at a commendable rate.

SUMMARY

Several references have been made to the importance of the self-evaluation through which the staff of Peabody Veterans Memorial High School has gone. It cannot be over-emphasized that this report has significance only in relation to that self-evaluation. There are many recommendations and commendations that resulted directly from it. The visiting committee, an outside group of professionals, concurred with the staff's findings in many cases. This is as it should be when a thorough, conscientious and honest self-evaluation is conducted. The committee, as noted earlier, was very much impressed with the quality of the self-evaluation and the documents that resulted from it. Even more impressive was the fact that some items in need of improvement had been recognized early enough to have them corrected before the self-evaluation was completed.

Reference to the original self-evaluation documents ought to eliminate most, if not all questions of interpretation resulting from the recommendations that have been made. The committee did make several recommendations of its own. Where there might be questions related to them, interpretations should be made by the professional staff.

It is hoped that the administration, staff, students, and the citizens of Peabody will find the report a helpful instrument in future planning.

2 - SCHOOL AND COMMUNITY

The City of Peabody is located in Northeastern Massachusetts about 20 miles North of Boston. Once known for the large number of leather manufacturing plants, the city has changed over the years to become a multi-industrial city. Two large retail shopping centers play an important role in Peabody's economy.

Peabody Veterans Memorial High School was built in 1971 to provide a comprehensive secondary education to 2000 students in addition to 300 students at the Vocational School. The population growth in Peabody, presently 48,000 people, has been reflected in the secondary schools.

The School and Community have jointly worked to provide additional educational experiences for students at Peabody Veterans Memorial High School as well as for the adult community. Distributive Education, the PROD program and the Adult Evening programs are good examples of this joint effort. The Expanded Educational programs include Outdoor Education, Tutors both in school and out of school, and Youth Challenge.

More than 68% of the students at Peabody Veterans Memorial High School go on to further educational endeavors. The stress, however, is not just four year colleges, but a planned program for career awareness is evident.

The Visiting Committee COMMENDS Peabody Veterans Memorial High School for:

1. The collection of adequate and accurate data depicting the school profile as it relates to the community of Peabody.
2. The Faculty and Staff of Peabody Veterans Memorial High School for a conscientious effort to serve the community which sustains the school.
3. The Community foresight in planning and providing a new secondary facility.

The Visiting Committee RECOMMENDS that:

1. Follow-up activity be maintained to insure that any substantial change in the complexion of the community will become a determining factor affecting the direction of curricular change in the school.
2. The community adhere to its purpose of maintaining adequate secondary facilities for its students and periodically assess the educational needs of the community.

3 - PHILOSOPHY AND OBJECTIVES

In the development of its philosophy and objectives, the Peabody Veterans Memorial High School canvassed all segments of the community. Thousands of letters were sent to citizens, and many follow-up phone calls were made. Students were polled twice. During the self-evaluation year, a group of faculty members compiled a report which was presented to the entire staff and student representatives and unanimously endorsed. Unanimous endorsement was also given by the School Committee.

The Visiting Committee COMMENDS Peabody Veterans Memorial High School for:

1. The development of a comprehensive yet flexible statement of philosophy.
2. Recognizing that students must realize their potential based on need, interest, and ability.
3. Recognizing that there is a need for providing opportunities outside of the normal classroom, as exemplified by the Expanded Education Program.
4. Recognizing that individuals have commitments to live and work cooperatively with others.
5. Involving citizens, students, and staff in formulating the philosophy and objectives.

The Visiting Committee RECOMMENDS that:

1. The updated philosophy and objectives be included in future teacher and student handbooks.
2. The school continue to involve citizens, students, and staff in the review and updating of its philosophy and objectives.
3. That provision be made for recognition of the aesthetic component of man's nature.

4 - CURRICULUM

The sixteen departments at Peabody Veterans Memorial High School offer over 200 courses representing the full range expected in a modern comprehensive secondary school.

As stated in the objectives, individual study and group work are used in the classroom to encourage the student to work both independently and with others. Remedial programs, such as corrective reading, special education and speech therapy are provided. Acknowledging the need for additional marketable skills, an occupational education program has been added to vocational and distributive education programs.

The Visiting Committee COMMENDS Peabody Veterans Memorial High School for:

1. A comprehensive curriculum which meets the needs of students and community.
2. Involvement of students in the development of course offering.
3. The Continuous Curriculum Committee that involves staff curriculum development.
4. The Community Visitation Committee involving local business and trades people who assist students in making course choices that affect future career decisions.
5. The efforts of its administration to continuously update and improve the quality of its curriculum.
6. Comprehensive and well-developed curriculum guides.

The Visiting Committee RECOMMENDS that:

1. The program of "released time" to improve articulation between the junior and senior high schools for better continuity of curriculum be maintained and strengthened.
2. Intra-departmental communication to increase awareness, understanding and acceptance of curriculum development be improved.
3. Budgetary provisions be made for summer workshops to develop curriculum.
4. The present media collection be increased with emphasis on curriculum-related materials.
5. The school's gifted students be identified and programs initiated to meet their needs.

4-2 ART

The Art Department consists of three large rooms, two of which have double walk-in storage closets. In addition, there is an art office which doubles as a media resource center for the department. Each of the three rooms has two small windows providing minimal outside light, the lack of which is compensated for by overhead fluorescent lighting. All the rooms have open shelving, low closed shelves with counter-top work areas and tall, closed cabinet storage areas. There is a large ceramic kiln in each of two rooms. Additionally, there are two potter's wheels and two small enameling kilns in one of the rooms. Each room contains some cork bulletin board display area. Two rooms have double sinks with heavy duty traps and one of those rooms has an additional sink in a separated area. The third room is long and narrow with its sink facilities inconveniently located at one end of the room.

Art courses currently available are Crafts I, Art History, Graphic Design, Art I & II, Humanities, Sculpture I & II, and Art Major (a portfolio preparation course). These programs reach a total of 435 students per week; approximately one sixth of the student body. The addition of a Crafts II class as well as the proposed plan to hold Art History classes in academic classrooms, thereby freeing the art rooms for further scheduling of existing art offerings, will make it possible to increase the art enrollment by a projected 120 students in the next academic year.

At present, there is little interaction between the Art Department and the community.

The Visiting Committee COMMENDS Peabody Veterans Memorial High School for:

1. An art curriculum which is growing and changing to meet the changing needs of the student community.
2. The efforts on the part of the subject area staff to emphasize individualized attention to special student needs.
3. The addition of courses which in turn provides a program to meet a larger number of students.
4. An unusually good media resource facility within the department which is readily available for student use.
5. The availability and use of photographic equipment by the department through interdepartmental agreement with the Drama/Communications Department.

The Visiting Committee RECOMMENDS that:

1. The large temporary folding door currently in Room B243 be replaced by a permanent, lockable display facility for departmental use.
2. Additional electrical outlets be provided to allow for incandescent lighting where desirable and/or necessary for critical color work.

4-2 ART (continued)

3. An additional sink be installed in room B243.
4. Small, inadequate student desks be replaced by large surface area work tables.
5. Cleanable wall surface materials over existing bricks near wet work areas (i.e. sinks, potters' wheels, wedging stations) be installed.
6. Ventillation units with fans be installed in the rooms containing kilns, and eye wash facilities be installed in all art rooms.
7. An increased number of courses on an independent study basis be provided.
8. All students who elect art courses be accommodated.
9. A certified art teacher be designated to implement an art program at the Vocational School.
10. The Art Department display student work through exhibits, posters and art shows to the Community.
11. Time be allotted each week for interdepartmental planning.

4-3 BUSINESS EDUCATION

The Business education Department consists of 17 full-time members, well-trained and qualified in terms of academic preparation and practical experience in the business world. The Business Education Department is organized with a two fold objective: (1) to prepare approximately 430 students who expect to seek employment in business with above-entry level skills and (2) to provide students with a basic understanding of the economic and business problems common to our society.

The Visiting Committee COMMENDS Peabody Veterans Memorial High School for:

1. An enthusiastic faculty with strong interest in the welfare of the students.
2. The excellent rapport between the staff and students.
3. Diversified and sufficient course offerings to meet students needs in Business Education.
4. Providing physical facilities and equipment.
5. The creative use of bulletin boards, wall space and room decorations.
6. The unusual learning experiences provided by the activities of the Business Club.
7. The implementation of many of the recommendations made in their self-evaluation including guest speakers, field trips and the use of community resources.

The Visiting Committee RECOMMENDS that:

1. Typing I students be scheduled according to skill level.
2. Renewed efforts be made to obtain information from high school graduates regarding the relevancy of their Business Education preparation.
3. The Business Education Department and the Resource Room and LLRS staff work jointly to assure appropriate placement of special needs students within Business Education courses.
4. Continued effort be made to broaden the Work Experience Program.
5. An outside telephone line be provided for the Work-Experience coordinator.

4-4 DISTRIBUTIVE EDUCATION

The purpose of the Distributive Education program at Peabody Veterans Memorial High School is to provide the individual student retail oriented courses through which the students are prepared to enter a career in marketing and distribution. This program has been operating at Peabody Veterans Memorial High School the past 14 years. The program involves two teacher coordinators, 37 seniors, and 45 juniors who take 4 periods of Distributive Education and related subject matter and 3 periods of released time to work at such cooperating retail enterprises as Sears Roebuck, Jordan Marsh, and Ann & Hope. The objective of preparing students for careers in the retail field appears to be successful.

The Visiting Committee COMMENDS Peabody Veterans Memorial High School for:

1. The rapport between the teachers and their students.
2. Excellent use of display equipment.
3. The relevancy of the course in preparing the non-college bound student for a practical and productive life.
4. The cooperation between the Distributive Education department and the Guidance department.
5. The commitment of the staff to meet individual needs through career education as stated in the school philosophy.
6. Providing proper physical facilities for expanded classroom activities and the school store.
7. The use of outside Guest Speakers, Rotary Club and other individuals in the field of retailing.

The Visiting Committee RECOMMENDS that:

1. A telephone for outside coordination of the work study program be installed.
2. The D.E. instructional are be brought up to standards of the other classrooms by installation of intercom systems, wall clocks, electrical outlets, window shades, closed circuit T. V.
3. An advisory committee of not less than 5 persons be established from the local retail business community directly related to the Distributive Education program.
4. Individual student cooperative work study reports be established, utilized, and maintained each term.

4-4 DISTRIBUTIVE EDUCATION (continued)

5. Adequate storage space and cabinets be made available for all supplies.
6. The connection between the in-school training and the on the job training be improved.
7. Sophomores be initiated into the D.E. program.
8. Sufficient staff be provided to meet enrollment demands.
9. The school become an active member in the Distributive Education Clubs of America (DECH).
10. An initial outlay be made available to purchase merchandise for the school store for September, 1977 and that all profits earned be used for the enrichment of the DECA program.

Composition
4-6 ENGLISH

The English Department of Peabody Veterans Memorial High School is staffed by a chairman who teaches three classes each day, two full-time substitute teachers and twenty-one full time teachers having four classes per day. The department offers a comprehensive curriculum which complements courses in literature and comprehension with instruction in grammar, usage and rhetoric. To meet the needs of all students, each grade's curriculum is divided into several areas. The Basic group of students is provided with a general background in literature and language development. The Standard group is presented a basic program interrelating literature, composition and language studies. The Honors group follows the basic plan with additional reading and writing experiences and an analytical evaluation of literature. The Accelerated group also follows the basic plan with greater and further in-depth study and analysis of the three central elements. The required literature program provides a study of genre in Grade 10, American Literature in Grade 11 and English Literature in Grade 12. The Business English program stresses correct use of oral and written Business English. An elective program, supplementary in nature, offers students an opportunity to pursue their personal interests in literature and composition.

The Visiting Committee COMMENDS Peabody Veterans Memorial High School for:

1. Use of the four class teaching day to the best advantage of students.
2. The enthusiasm of teachers, which is obviously reflected in the enthusiasm of the students in English class.
3. Offering a supplementary elective program.
4. Providing traditional and elective programs which facilitate an appreciation of various cultural and ethnic backgrounds.

The Visiting Committee RECOMMENDS that:

1. Composition requirements in all English courses be clearly stated.
2. Efforts be made to maintain the four-period schedule for those teachers of courses in which composition is primarily emphasized.
3. The maximum number of students per English teacher conform to National Council of Teachers of English recommended levels for English teachers - 100.

4-6 ENGLISH (continued)

4. Additional released time be provided for articulation between staff members at Junior and Senior high schools to ensure continuity in the overall program.
5. Monies be provided for film rentals, additional video-tape programs and other media.
6. Pertinent supplementary texts be provided for the literature program.
7. Students who, after a Core evaluation, are found to be severely deficient in communication skills, take a remedial English course through the L.L.R.S. in lieu of their regular English course.
8. Coordination between the English department and other departments be pursued to ensure thorough support of the department philosophy and general objectives for reading and writing.
9. Homogeneous ability groupings be explored for the Vocational School English classes.
10. A library be established at the Vocational School.

4-7 FOREIGN LANGUAGE

The Foreign Language Department is composed of thirteen full-time teachers and one department head. In addition, there is one full-time laboratory technician.

Along with four-year sequences in Latin, French, Spanish and German, three-year sequences are offered in Modern Greek and Hebrew. Two-year sequences are offered in Russian and Portuguese.

The Visiting Committee COMMENDS Peabody Veterans Memorial High School for:

1. The excellent academic background of the faculty, most of whom have studied or travelled in the countries whose language they teach.
2. The cooperation which exists within the department.
3. The physical appearance of the classrooms, with materials which reflect the foreign cultures.
4. The number and depth of course offerings, which reflect the ethnic make-up of the community.
5. Excellent use of the language laboratory facilities.
6. The rapport between staff and students.

The Visiting Committee RECOMMENDS that:

1. Additional audio-visual hardware be provided to meet the needs of the department.
2. The manufacturer's service department (General Electronics Laboratory), or an equivalent service agency be contracted to maintain and repair the language laboratory.
3. A solution be found to eliminate the occasionally excessive noise from the adjacent sculpture room.
4. No more than three daily preparations be assigned to a teacher when possible.

4-8 HEALTH EDUCATION

A Health Education course encompassing a flexible curriculum which encourages open discussion on topics in the areas of physical, sociological, mental and environmental health as well as education for survival is required in grade 10 on a Pass/Fail basis for a semester. The course meets 2 days per week.

Elective courses in Body Dynamics, First Aid, Community Health, Self and Others, Adolescent Growth enroll approximately 150 grade 11 and 12 students. The courses are offered on a semester basis, 2 days per week.

An innovative sequential 3-year health careers exploration program enrolls 100 students.

Instruction in health education is the responsibility of 2 full-time and one part-time, well-qualified health educators.

The Visiting Committee COMMENDS Peabody Veterans Memorial High School for:

1. The establishment of a separate Health Education Department.
2. Scheduling coeducational, heterogeneous classes.
3. A dedicated and enthusiastic instructional staff, which although limited in number, attempts to provide experiences for the entire high school population (hypertension screening clinic, health careers day, alcohol education week).
4. The inclusion of an elective health careers course in which students receive direct field experience in cooperating community agencies.

The Visiting Committee RECOMMENDS that:

1. More supplementary and varied instructional materials be provided to meet objectives of the curriculum.
2. One health educator be designated as a leader at the high school level to increase coordination of health education with other departments and to act as direct liaison with administrative personnel.
3. A course on Human Sexuality be included among any new course offering.
4. A Health Education course be required for students attending the vocational school

4-8 HEALTH EDUCATION (continued)

5. More definite evaluation procedures be established for the program.
6. All health classes preferably be scheduled in the same area.
7. Larger classrooms be assigned to more effectively accommodate the variety of instructional activities.
8. Chairs or adaptable desks be made available to allow more flexible seating arrangements.

4-9 HOME ECONOMICS

The Home Economics Department is located primarily in a three room complex which includes a clothing room, a foods laboratory, and a classroom. An adjacent, attractively decorated area includes a living room and an office space. Three additional classrooms in other parts of the building are utilized for courses in Family Living, Independent Living, and Child Development. The staff of five full time teachers and a Home Economics Supervisor offers an eleven course curriculum which services approximately 600 students out of a total school population of 2235. The Home Economics curriculum includes courses in all areas of the Consumer and Homemaking programs.

The Visiting Committee COMMENDS Peabody Veterans Memorial High School for:

1. Offering a variety of courses which are available to all students.
2. Providing a well-equipped, modern facility for use by students.
3. Maintaining the immaculate conditions of the Home Economics laboratories, equipment, and furnishings.
4. Effectively coordination an Early Childhood Education program which utilizes the community resources for student experiences.

The Visiting Committee RECOMMENDS that:

1. Additional funds be provided for textbooks and supplies to reflect recent inflationary price increase.
2. A needs assessment be made to determine the demand for the expansion of the curriculum to include occupational programs.
3. A vigorous program be instituted to attract young men into Home Economics courses.

4-10 INDUSTRIAL ARTS

The Industrial Arts Department at Peabody Veterans Memorial High School has ideal facilities to provide instructional programs in Industrial Arts that give students an exposure to a complex industrial society. The Industrial Arts department has a variety of courses in the traditional areas of Drafting, Woodworking and Metals, as well as an expanded program including Structures, Small Electrical Appliance Repair and Building & Plant Maintenance. It should also be noted that the Industrial Arts department functions as a separate entity and does not overlap with the curriculum of the Vocational School.

The Visiting Committee COMMENDS Peabody Veterans Memorial High School for:

1. A Staff whose cooperative efforts have provided greater depth to the department by adding a variety of course offerings.
2. Providing an alternative means of education for potential dropouts through their PROD program.
3. Providing special maintenance periods to instructors to insure proper working order of machines.
4. Providing a system-wide supervisor for the Industrial Arts program.

The Visiting Committee RECOMMENDS that:

1. The department establish a maximum class size that conforms to the OHSA standards.
2. The ventilation system be provided with a hood sufficiently large to eliminate all fumes.
3. Sound baffles be provided in the wood shop to reduce noise levels to meet OHSA standards.
4. Storage cabinets be provided for combustible materials to conform to OHSA standards.
5. Safety regulations be strictly enforced in all the industrial arts areas particularly in regard to safety glasses and safety guards on machines.
6. The staff establish a better housekeeping system to eliminate safety hazards resulting from paper litter, wood scraps and careless placement of tools.
7. Security measures be taken to prevent theft or damage to student projects, materials and valuable tools.
8. Staff members be informed of students' physical or mental disorders that would endanger their safety.
9. The students be provided with shop experiences that are more directly related to occupational opportunities.

4-10 INDUSTRIAL ARTS (continued)

10. Added emphasis be given to areas such as manufacturing processes, production methods, and commercial operations in accordance with the Industrial Arts philosophy.

4 - 11 MATHEMATICS

The Mathematics Department at Peabody Veterans Memorial High School is staffed with 10 full-time teachers, one part-time teacher, plus a department head who in addition to administrative duties teaches three classes.

The course offerings consist of, Algebra I, Geometry, Algebra II, Trigonometry, Analytic Geometry and Functions, Advanced Mathematics, Probability, Computer Programming, Review College Math, and Calculus.

Although there are no graduation requirements in mathematics there are more than 1500 students who have elected Math courses plus more than 100 additional students who have elected math related courses in the Business and Industrial Arts areas.

The Visiting Committee COMMENDS Peabody Veterans Memorial High School for:

1. Providing a comprehensive and diversified number of college level mathematics offerings.
2. The outstanding rapport between individual teachers and the department head.
3. Providing an in-service program to demonstrate the operation of the computer to all math teachers.
4. The excellent mathematics background of their instructors.

The Visiting Committee RECOMMENDS that:

1. Additional chalkboard space be provided in all Mathematics classrooms.
2. The mathematics and Science departments work closely to coordinate the course offerings of Trigonometry & Physics.
3. The number of students per class, especially in Level 3 and Level 4 math classes, be reduced.
4. More students be exposed to the use of the Computer through their math courses.
5. That a general or consumer math course be offered through the math department.
6. A formal mathematics program be instituted at the Vocational school.
7. An in-house telephone be provided in the Math department office.

4-12 MUSIC

The Music Department of Peabody Veterans Memorial High School is staffed by one full-time teacher, a Music Coordinator who works with the band two periods a week and a junior high school music teacher who works with the chorus two periods a week.

Other elective music course offerings consist of the following three courses which meet one period a day five times a week; Basic Music Theory, Advanced Music Theory and Music History; Music Appreciation, which meets one period a day two times a week, and Vocal Music which meets once a week for one period. There are 258 students involved in the total music program.

The facilities in which music is scheduled are outstanding. They comprise a choral music room with a storage area, a band room, two practice rooms and a music office.

The Visiting Committee COMMENDS Peabody Veterans Memorial High School for:

1. Providing an excellent music complex, well designed to meet present and growing needs.
2. The German Band which is student directed.
3. Good rapport and involvement in the community through the German Band and small choral ensembles which perform on a average of 3-4 times a month.
4. The increase in student participation in chorus and band since the self-evaluation began.
5. The willingness of the music staff to forego planning time and to remain after school to work with students individually.
6. A Student Band Council which is a viable functioning music support organization.
7. Offering three major subjects in music which deepen student involvement in music and creates a climate where students can determine career objectives.

The Visiting Committee RECOMMENDS that:

1. The full time music staff be increased according to student selection demands to include an instrumental teacher with a background in vocal music to make use of the total music facility and program enrichment.
2. The four existing carrels in the choral room be wired for sound and light.
3. Draperies be installed in the band and choral rooms with first priority being given to the band room.
4. Electrical outlets be installed in the two practice rooms.
5. That each of the rooms in the department be independently regulated for both heat and ventilation.

4-12 MUSIC (continued)

6. A grand piano be provided for the auditorium.
7. A high school string program be developed.
8. Acoustical damping materials be increased in the band room and both practice rooms.
9. The music experiences offered be broadened to reflect the growing and developing trends in electronic music.
10. Broader use of media materials be incorporated in the music program.
11. Provisions be made for music offerings for the students in the Vocational school.

4-13 PHYSICAL EDUCATION

Physical Education is a required course for all students at Peabody Veterans Memorial High School. Classes meet three times a week and teachers are paired together for instructional units to allow for co-educational programs.

The staff consists of a Director of Athletics, Director of Physical Education and an Assistant Director of Physical Education who have no teaching responsibilities. There are eight full time Physical Education instructors at the school. The Director of Physical Education is not at the high school and the Assistant Director is there on a half time basis.

The indoor facilities include a large field house, a small weight training area, and locker room facilities for boys and girls. The outdoor facilities include a football field, track, baseball field, eight tennis courts and an additional small area adjacent to the baseball field.

The course offerings in physical education are extensive with emphasis on carry-over and leisure time skills. A good athletic and intramural program is offered.

The Visiting Committee COMMENDS Peabody Veterans Memorial High School for:

1. A well balanced physical education, intramural, and athletic program.
2. A modern well equipped physical education facility.
3. A dedicated, enthusiastic physical education staff.
4. The fine rapport between staff members and students.
5. The cooperative team teaching efforts of its staff.
6. The efficient use of all available indoor physical education facilities.

The Visiting Committee RECOMMENDS that:

1. Physical Education be scheduled so as to reduce and balance class sizes.
2. An equipment storage facility be provided adjacent to the field house easily accessible to all staff.
3. An adequate area be provided for the Universal gym and weight training program.
4. A team room be provided for the girls athletic program.
5. An adaptive physical education program be included within the curriculum.
6. Outdoor field space be improved and additional areas be developed.
7. Satisfactory completion of three years of physical education be a requirement for graduation.

4-13 PHYSICAL EDUCATION (continued)

8. An elective program be established.
9. The field house be acoustically improved.
10. All students at the Vocational School be scheduled for physical education on a weekly basis.
11. A full time secretary be provided for the Director of Athletics and Physical Education Department.

4-15 SCIENCE

The science department has thirteen full-time teachers, a department head who teaches three classes, and a part-time laboratory aide. They work in twelve classrooms and six laboratories which are separated from classrooms, preparation rooms, and a planetarium. About 1200 students or 55% of Peabody Veterans Memorial High School students are enrolled in science courses. There are six in Chemistry, four in Biology, two in Physics, and courses in Environmental Science, Astronomy, and Science Independent Study. The program, unusual among high schools, offers Chemistry in the 10th grade (biology is in Jr. High) thus allowing students advanced courses or other electives in the 11th and 12th grades.

The Visiting Committee COMMENDS Peabody Veterans Memorial High School for:

1. The variety of Chemistry courses.
2. The attractive and efficiently designed laboratory facilities.
3. Maintaining class sizes which insures individual attention.
4. Providing a laboratory aide for preparation of chemicals, materials, and equipment.
5. The energy, enthusiasm, and dedication of the science staff.
6. The strong laboratory approach to science instruction.
7. The correction of many of the deficiencies that the staff recognized during their self-evaluation.

The Visiting Committee RECOMMENDS that:

1. The per pupil science expenditure be increased for supplies and audio-visual software.
2. The position of laboratory aide be expanded in hours of service.
3. The science department coordinate with the math department the course offerings of Trigonometry and Physics.
4. Close coordination of science curriculum between the High School and Junior High be established and maintained.
5. Flammable liquids be stored in metal containers and in fire proof cabinets according to fire regulations.
6. The following facility defects be corrected:
 - a) Overhead ventilator fans in laboratories be acoustically insulated and air flow be more diffused.
 - b) Plumbing leaks in the laboratories be repaired.

4-15 SCIENCE (continued)

7. Funds be provided for teacher workshops for the preparation of television materials.
8. Individual space for class preparation and consultation be provided each teacher.
9. The science curriculum be revised to include more biology, interdisciplinary courses and level four courses.
10. Greater utilization be made of the planetarium in the astronomy instruction of Peabody Veterans Memorial High School students, students of other schools, and community groups.

4-16 - SOCIAL STUDIES

The Social Studies Department of Peabody Veterans Memorial High School consists of seventeen members. Twenty-six hundred different course selections were made by students. The department offers a variety of courses that accommodate a wide spectrum of interests. Presently, there are eleven Social Studies courses that make up eighty-three sections, of which five are solely for Level One and Two students.

The Visiting Committee COMMENDS Peabody Veterans Memorial High School for:

1. Its extensive and comprehensive curriculum guide.
2. A dedicated, creative and industrious staff.
3. The interest of students in social studies, as evidenced by enrollment numbers.
4. An attractive and inviting environment that enhances the learning process.
5. The inclusion of a local history course in its curriculum.

The Visiting Committee RECOMMENDS that:

1. Further advanced courses be developed and offered for level one and two students.
2. Provision be granted for the expansion of supplementary instructional materials, including, but not limited to, both software and hardware audio-visual materials.
3. Coordination between the Junior High schools and the Senior High School be maintained, so that duplication of course content and materials can be avoided.
4. The community be more involved in the planning of future course changes and offerings.
5. Financial provision be made for staff members to visit other schools and to attend professional conferences.
6. Attempts be made to assign teachers to one teaching station whenever possible.
7. Inside and outside telephone lines be provided for the Department Chairperson.
8. Class size in those courses where performances by both students and teachers depend critically upon class numbers be limited.
9. Released time for teachers be continued for the purposes of curriculum revision and development.

4-17 - SPECIAL EDUCATION

The Special Education Department of Peabody Veterans Memorial High School is comprised of two units, the Resource Room and the L.L.R.S. Center.

Staffed by one full-time teacher and part-time aide, the Resource Room accommodates twelve students who have been identified as having specific learning deficiencies relating to intellectual ability. This room is of standard classroom size and is adequate to handle present needs.

The L.L.R.S. Center accommodates those students who have specific speech and language problems, reading deficiencies or learning disabilities. The staff is comprised of three part-time specialists and two part-time aides. The center utilizes three small office areas opening to a workroom. Students are serviced in the L.L.R.S. center as a supplement to their regular program during study hall periods.

The Visiting Committee COMMENDS Peabody Veterans Memorial High School for:

1. A dedicated, concerned staff who are available to assist special needs students in all facets of school life.
2. An integrated approach to remediating language deficiencies incorporating a reading specialist, a learning disabilities teacher and a speech therapist.
3. The efforts made to utilize the work study program for the benefit of those students in the L.L.R.S. Center and the Resource Room.
4. Providing a learning climate which enhances the growth and development of each student's feelings of self-worth and identity.

The Visiting Committee RECOMMENDS that:

1. The Special Education Department: Reading, Learning Disability Department and Department of Pupil Personnel Services be consolidated into a single department to facilitate Core Evaluation, and the delivery of services to special needs students.
2. At least one specialist from the professional staff be assigned to the L.L.R.S. Center on a full-time basis.
3. The L.L.R.S. program incorporate the remediation of mathematical skills.
4. The Peabody Veterans Memorial High School Special Education Department implement an in-school program for those students exhibiting emotional and behavioral problems which prevent them from succeeding in the regular classroom.
5. A consistent referral procedure be firmly established and all staff members be oriented to this procedure.
6. The Special Education Department establish a special class carrying full academic credit to fulfill the needs of those students who are unable to function in a class employing the regular curriculum.

4-17 - SPECIAL EDUCATION (continued)

7. Additional space be made available to the L.L.R.S. Center to accommodate better the students being serviced.
8. The results of the standardized testing program be used as a basis for referral to the L.L.R.S. Center and Resource Room.
9. Clerical staff be made available to the L.L.R.S. Center and Resource Room.
10. The L.L.R.S. staff initiate monthly progress assessments with all regular classroom teachers who service special needs students.

4-18 - TRADE, TECHNICAL AND INDUSTRIAL EDUCATION

The Vocational Program is part of the total educational offering of Peabody Veterans Memorial High School. It is housed at the Higgins Junior High School three miles east of the new high school.

The program is effectively organized and administered by a well-qualified director and twenty certified occupational teachers, presently serving 297 students.

The curriculum includes seven major areas of instruction, and is conducted so as to provide for the development of occupational competence. It is also designed to provide appropriate instructional techniques to accommodate varying ability levels, learning rates and number of students.

The Visiting Committee COMMENDS Peabody Veterans Memorial High School for:

1. Meeting the educational needs of almost every student who desires to attend the vocational school.
2. The professional staff and director for their sensitivity and interest in developing programs, such as, remedial reading, individual learning and the cooperative work study to meet the special needs of their students.

The Visiting Committee RECOMMENDS that:

1. The students at the vocational school be provided with the full educational opportunities as those at Peabody Veterans Memorial High School. This includes facilities, broader selection of electives, greater opportunities to participate in school activities and the opportunity to be fully accepted into the social life of the school.
2. The students at Peabody Veterans Memorial High School have greater accessibility to the vocational opportunities of the vocational school.
3. An adequate library and learning resource area be centrally located.
4. Placement information and services be made available to all students in the vocational program.
5. Supplies, equipment, safety clothing and protective devices be readily available and used.
6. Machinery and equipment be of the grade and type of those currently used in the occupation in which the instruction is being given.

4-19 - DRAMA/COMMUNICATIONS

The Drama/Communications Department offers a wide variety of courses including Classical Drama, Set Design, Stagecraft, Speech, Television Production, Mass Media, and Photography. Facilities include a new photography laboratory, television studio, and the auditorium stage with adjacent storerooms. The staff of four members is well educated and active in many professional organizations.

The Visiting Committee COMMENDS Peabody Veterans Memorial High School for:

1. The wide variety of dramatic presentations.
2. Exposing students of all ages to dramatic presentations by presenting productions at elementary schools.
3. The practice of exposing students to professional theater via field trips.
4. Aid given students toward placement in professional theater groups.
5. Perseverance of faculty members in obtaining outside funding to equip an excellent photography laboratory.
6. A growing videotape library to serve students and teachers.
7. The initiative to implement television production courses to make use of new facilities.
8. The cooperation between the photography instructor and members of the Art Department.

The Visiting Committee RECOMMENDS that:

1. All classroom television receivers be permanently wall or ceiling mounted to minimize maintenance problems.
2. The photography classes be transferred to media services within the Library Media Center in order to better use the talents and education of the instructor and improve the use of facilities.
3. Maintenance services of the closed-circuit television installation be contracted for or assumed by the Library Media Center.
4. The television studio be air-conditioned.
5. Classroom teachers be encouraged to make greater use of the closed-circuit television installation.
6. The schedule of auditorium use be examined to eliminate the displacement of drama classes.
7. The drama budget be more realistic to reflect true expenditures incurred for various productions.

4-19 - DRAMA/COMMUNICATIONS (continued)

8. Emergency lights be installed backstage.
9. The prop doors be installed according to the original plan so that sets do not have to be dismantled in order to place them on the stage.
10. The transmission of television programming to classrooms be assumed by the Library Media Center.
11. There be coordination between the Physical Education and Drama/Communications Departments in strengthening the existing dance program.

5 - STUDENT ACTIVITIES

Peabody Veterans Memorial High School provides educational experiences of several types. Although the classroom is the primary means of education, not all of the school's objectives can be met solely through formal study. Peabody Veterans Memorial High School offers a diversified and comprehensive student activities program which enriches, extends and supplements the instructional offerings of this school. These include over twenty faculty-advised clubs or organizations and a comprehensive intramural program. In addition, such activities as dances, assemblies, student performances and interscholastic sports are an integral part of the high school experience.

The Visiting Committee COMMENDS Peabody Veterans Memorial High School for:

1. The wide range of offerings in student activities that meet the needs of the vast majority of the present student body.
2. The high percentage of the student population involved in extra-curricular programs.
3. The active role played by faculty, staff and community in supporting student activities programs.
4. The role played by the Student Council in the establishment of a Student Advisory Committee, and the appointment of a Student Advisory Coordinator, both as a result of self-evaluation.
5. The designation of a faculty member to handle public relations responsibilities to improve community awareness of all school programs.

The Visiting Committee RECOMMENDS that:

1. Students be included in student activities evaluations.
2. Provisions be made to facilitate participation of interested Vocational School students in all student activities.
3. Time be set aside during the school day on a regular basis for student activities meetings.
4. Additional extra-curricular music activities be made available.
5. Rules, regulations, procedures, Student Council minutes, club meetings, assemblies and any other newsworthy items be more frequently and effectively communicated within the school.

6 - LIBRARY

The Media Services at Peabody Veterans Memorial High School include a modern, well-lighted Library/Media Center which houses over 17,000 books and periodicals and which seats 254 students. Within the library is a dial access system which is available for student use. There is also an adjacent television studio and photographic laboratory. The Library/Media Center is staffed by one professional librarian, one clerk, and two part-time aides.

Media hardware is housed within the various departments and in the Unit Director's offices. Media Software is housed within the individual departments.

The Visiting Committee COMMENDS Peabody Veterans Memorial High School for:

1. An attractive and well-organized Library/Media Center.
2. The quality and organization of the Print Collection.
3. The quality and quantity of the Periodical Collection.
4. The creative use of the Dial Access system.

The Visiting Committee RECOMMENDS that:

1. Immediate steps be established to provide library and media facilities at the Vocational School.
2. A full-time Library/Media specialist be added to the staff.
3. Existing space in the Library/Media Center be utilized for the development of a media production area available to both staff and students.
4. Systematic procedures be implemented to assure the speedy repair of equipment.
5. A policy for the replacement of obsolete equipment be established.
6. A budget for the purchase of hardware, software, and supplies; such as, projection lamps, be established to meet existing needs in the high school.
7. Service contracts for the maintenance and repair of the dial access equipment be acquired.
8. In-Service courses be implemented to train teachers in the proper use of media and equipment.
9. A training program be established for students to assist the staff in the operation of equipment.
10. An inventory of all media and equipment be maintained in the library.
11. A system for the previewing of media being considered for purchase be established.

6 - LIBRARY (continued)

12. Alternative procedures be explored to help reduce the number of books lost during the school year.
13. Equipment be purchased for individual student use of audio and visual materials in the library.
14. A budget for the rental of films be established for the high school.
15. The entire Library/Media operation including the television studio and photography lab be consolidated under one department head.

7 - GUIDANCE

The Guidance program at Peabody Veterans Memorial High School strives to help all students reach their potential academically, socially, and emotionally. The Guidance Department is staffed by seven counselors, six at the main facility and one at the Vocational building. The counselors are under the supervision of the Director of Pupil Personnel Services.

The Visiting Committee COMMENDS Peabody Veterans Memorial High School for:

1. The excellent academic preparation of the high school counseling staff.
2. The superior physical facilities available to the counselors, exclusive of the Vocational building.
3. The availability of current and pertinent information in each guidance suite.
4. The dissemination of information to students seeking higher education.

The Visiting Committee RECOMMENDS that:

1. The counselor-counselor load be reduced.
2. Clerical assistance be made available.
3. An on-the-site full-time adjustment counselor or psychiatric social worker be provided to meet the needs of long-term personal counseling.
4. Provision be made for projective testing within the framework of the Pupil Personnel Services Department.
5. Provision be made for in-service professional staff development.
6. Counselors participate in faculty meetings.
7. Scheduling methods and procedures be developed to minimize student conflicts in scheduling.
8. A conference/waiting area be accessible to the Vocational building counselor.
9. A unified and cohesive career program be established for non-college bound students.
10. A systematic program of evaluation of the guidance services be established.
11. The organizational lines of communication be redefined between counselors and Unit Directors, counselors and Principal and counselors and faculty making the counselor directly responsible to the principal.

8 - SCHOOL FACILITIES

When a community or district builds a new school, the opportunity is present to make visible the type and extent of the commitment to educational programs in various ways. Upon arrival at the school plant, the Visiting Committee was given a comprehensive tour of the campus and school plant by the Principal. This was most helpful in familiarizing the Visiting Committee with the physical aspects of the site and school facilities.

The Peabody Veterans Memorial High School was built and opened in 1971. The enrollment was approximately 2000 students. The present enrollment is about 2235 students. There are approximately 300 students at the Vocational School making the total of both schools approximately 2535 students. Its (Peabody Veterans Memorial High School) decor is pleasant and functional in design which is conducive to good learning.

The Visiting Committee COMMENDS the Peabody Veterans Memorial High School for:

1. The excellence of the custodial staff with respect to both the prevention and corrections of problems and overall building cleanliness.
2. Providing modern equipment throughout the building.
3. The accessibility of the school from the public roads.
4. The quiet, spacious campus site and well cared for grounds.
5. Providing a modern, flexible aesthetically pleasing facility.

The Visiting Committee RECOMMENDS that:

1. The students at the vocational school be provided with the full educational opportunities as those at Peabody Veterans Memorial High School. This includes facilities, broader selection of electives, greater opportunities to participate in school activities and the opportunity to be fully accepted into the social life of the school.
2. The students at Peabody Veterans Memorial High School have greater accessibility to the vocational opportunities of the vocational school.
3. Heating and ventilation be maintained in proper working order.
4. All occupied rooms be provided with adequate heating and ventilation.
5. Interior safety bars be installed across open windows.
6. Storage area be provided for gym equipment within the field house.
7. A regular maintenance program be instituted for the replacement of broken or worn tile, repair of window screens, repair of electrical fixtures, replacing of broken glass, snow and ice removal, repair of clocks and plumbing as needed.

8 - SCHOOL FACILITIES (continued)

8. Protective guards be installed around all thermostats.
9. Easily accessible power cut-off switches be installed in shop areas.
10. Intra-school phones be installed in study halls and cafeteria area as well as outside lines for all department heads and other staff members as designated by the principal.
11. Electrical fire door hold back devices be installed between houses and connected to alarm systems.
12. The field house area be acoustically treated to control sound vibrations.
13. Security personnel be provided for the parking lots during the daytime.

9 - SCHOOL STAFF AND ADMINISTRATION

Peabody Veterans Memorial High School is a facility, completed in 1971, which provides an excellent, comprehensive academic and career oriented program for 2235 students.

The Principal is the educational leader of Peabody Veterans Memorial High School and, as such, is responsible for its educational programs, the effective utilization and motivation of the staff, and the efficient management and maintenance of the high school plant and related facilities.

He is assisted in this role by an Assistant Principal, three Unit Directors, a Director of Vocational Education, a Supervisor of Industrial Education and a Supervisor of Home Economics.

Peabody Veterans Memorial High School is divided administratively into four major areas; referred to as Units A, B, and C, each of which is administered by a Unit Director and a vocational education program housed at the Higgins Junior High School.

The Visiting Committee COMMENDS Peabody Veterans Memorial High School for:

1. The excellent rapport and cooperation that exists between the staff and administration.
2. The formation of a Continuing Studies Curriculum Committee to assist the Principal in formulating and recommending school policy.
3. A highly qualified and cooperative teaching staff consisting of 182 professional and para-professional staff members, guided by its administration which provides an educational environment conducive to effective teaching and learning.

The Visiting Committee RECOMMENDS that:

1. A staff position, directly responsible to the principal, that would assume responsibility for preparing the master schedule of classes and perform such other tasks as may be directed by the principal to allow unit directors time to discharge the duties for which they are responsible be established.
2. A permanent, full-time secretary be assigned to each of the unit directors to carry on the clerical duties essential to the administration of an effective house system.
3. Adequate secretarial assistance be provided to the department heads, the supervisors and the directors of athletics and physical education, to aid in the clerical duties essential to the effective administration of their educational areas of responsibility.
4. The teaching assignments be reduced from three periods to two periods per day for those department heads whose increased administrative duties warrant this reduction.
5. All professional, para-professional and non-instructional staff members assigned to and performing duties at Peabody Veterans Memorial High School be under the administrative supervision of the principal.

CONCLUSION TO THE EVALUATION REPORT

The Commission on Public Schools and its evaluation team wish to commend all those who contributed time and energy to the self-evaluation of Peabody Veterans Memorial High School.

It is the hope of the Commission that this evaluation report, in conjunction with the findings of the self-study of Peabody Veterans Memorial High School will stimulate the staff, administration and other responsible school officials to strive to make a good school even better.

The recommendations in the report represent a consensus of the entire visiting committee. While the evaluation team expended concentrated effort during their three and one-half days at the school, they recognize that some of their findings may not be consistent with the school's perception of its responsibilities. The Commission wishes to point out, therefore, that any recommendation which appears to school officials to be discrepant with the best interests of the students may be rejected.

The Commission urges that a follow-up program be developed at once to review all findings of the self-evaluation and the recommendations of the visiting committee. The Commission is sure that the considerable efforts of these two professional groups have provided blueprints to improve the quality of the offerings for the young people in Peabody Veterans Memorial High School.

After review of the written evaluation report, the administration should discuss with staff members the visiting team's observations in all areas. Recommendations should then be classified into one of four categories:

1. Those that can be carried out at once
2. Those that can be accomplished in a short period of time
3. Those which will require a longer period of time for fulfillment
4. Those that, for bonafide reasons, are considered invalid

Following this classification procedure, priorities should be established and a plan for implementation adopted.

During the second year following the evaluation, the principal of Peabody Veterans Memorial High School will be required by the Commission on Public Schools to submit a Two-Year Progress Report to indicate the current status of all recommendations made by the visiting committee. In addition, a report on specific recommendations may be required by the Commission prior to the usual two-year interval.

The Two-Year Progress Report will request that all recommendations be classified into one of five categories: Completed, In Progress, Planned for the Future, Rejected or No Action. The Commission will expect reasons for any recommendations which have been rejected or those items on which no action has been taken.

Since it is in the best interest of the students that the citizens of the district become aware of the strengths and limitations of the school, the Commission trusts that the evaluation report will receive wide distribution in the community.

PEABODY VETERANS MEMORIAL HIGH SCHOOL
PEABODY, MASSACHUSETTS

PHILOSOPHY AND OBJECTIVES

The education of its citizens is one of the most fundamental tenets of any society. It is through education that the basic customs, knowledge, beliefs and skills deemed to be essential to the well-being of the community as a whole are instilled in the individual.

We recognize the fact that the individual is the basic building block of our society, and, as such, it is to the individual that our educational processes must be geared. Aided by the tools of counseling, observation in the various classrooms, and core evaluations, we seek to recognize the diversified needs of our students.

The nature of the educational process at Peabody Veterans Memorial High School is considered comprehensive and varies to include all that is necessary to individual growth. Singular studies and group work are used in the classroom to encourage the student to work both independently and with others. Remedial programs, such as corrective reading, special education, and speech therapy are available for the student with special needs. Acknowledging the need for additional marketable skills, an occupational education program has been added to vocational and distributive education programs. Social-learning activities such as numerous clubs, and related field trips enable the student to broaden his educational base. A well-rounded and diversified sports program for both boys and girls, enables the student to improve himself or herself physically as well as mentally. And finally, the student is encouraged to participate in community activities, such as tutorial programs and volunteer work to help insure a place as a meaningful member of society.

We desire to make more fulfilled people through education, and to accomplish this task, we desire above all, to provide the environment and inspire the motivation necessary to develop each individual student to his or her fullest potential. At Peabody Veterans Memorial High School we seek to produce a classroom environment where students want to learn and where they come to understand the value of education. Many aids are available to the teacher to achieve this end.

The first of these aids are the educational tools themselves. Tests and reference works of good quality, in sufficient quantity and of varying degrees of difficulty are one of the most fundamental needs in the classroom. In the vocational environment, new and better machines and work-related devices are used to prepare the student for an ever-changing business world.

Resource materials, found in the library - books, tapes, films, and records - are an important secondary source of information for the student, and serve to complement in-class learning materials. These serve to broaden and intensify student learning of subject matter.

In addition, workshops and laboratories for vocational training, science, math, and languages have been broadened thus serving to increase the student's practical experience.

Although environment is crucial to any learning process, it is no more important than the second factor - motivation - a necessary component of any educational philosophy. Motivation can be instilled in the students by gearing the learning environment to the abilities and interests of the majority and by encouraging group work and participation which will assist not only in the educative process, but in developing healthy social attitudes as well.

Philosophy and Objectives (continued)

Motivating the individual student is a more difficult and a more involved process. Here the teacher strives for individual attention for those students with special needs, including the educationally gifted child. At times, homogeneous grouping aids in this task, as the student is encouraged to find and develop his own pace of work, in an environment consisting of students of similar abilities.

The educational backgrounds and abilities of students differ. In the Peabody community these differences are determined through diagnostic testing. To the fullest extent possible, educational gaps are filled in for those students whose educational background is weak. Each child, including those with special needs as well as the gifted child, is encouraged to proceed at a pace which fulfills one as an individual.

In striving to fulfill our roles as educators in a comprehensive high school setting, we are ever alert to the changing will of the Peabody Community. Wide-ranging programs are geared to the level of every student interest from the college bound to the work oriented.

In teaching, we do not impose our wills on the student, but rather introduce him to the many facets of our society in which we ourselves live and to the improvement of which we are dedicated.

OBJECTIVES

1. To develop an individual who has pride and confidence in his abilities and his personal worth, and who, through exposure to a well-rounded education, can function successfully in his family, his community, and his world, and thereby improve the quality of his life.
2. To educate the student in the citizenship skills demanded by his society.
3. To encourage the student to develop and maintain good health habits and physical fitness.
4. To help the student to develop saleable skills and those understandings and work-related attitudes that make the worker an intelligent and productive member of society.
5. To develop in the student an awareness of those aspects of consumerism which require intelligent decision-making ability in the purchase of goods and services.
6. To acquaint the student with the scientific, philosophical and other methods of inquiry.
7. To enable the student to use his leisure time responsibly, as an individual and in society.
8. To develop in the student a respect for all ethnic values and cultures, and to enable him to live and work cooperatively with others.

Objectives (continued)

9. To enable the student to grow in his ability to think rationally, to express his thoughts clearly, and to read and listen with understanding.
10. To provide further programs of study, both occupational and academic, according to student interest and abilities.
11. To provide methods of identifying individual differences, abilities, and special needs, so that methods, materials, and programs will foster individual growth and development.
12. To provide an environment within the school that is conducive to the student's emotional, physical and educational well-being.
13. To provide opportunities in continuing education by which an individual may opt back into education as easily as he may opt out, and to enable the individual within the community to use the educational facilities to meet his needs regardless of his age.